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ABSTRACT

Peer action groups generally begin with adults who form a peer group because they are participating in the education or parenting of a common group of teenagers. This paper contains seven sections which address questions connected with establishing peer outreach groups for junior and senior high school students: (1) Who are "at-risk adolescents?" A developmental perspective; (2) How can group therapy methods be modified for school action groups? (3) What are the components of effective grouping to promote adolescent development? (4) What are our School Community Action Needs? (5) How do schedules and job descriptions affect peer group empowerment? (6) What are the differences and similarities between consultation and collaboration? and (7) How do these ideas work in practice? Numerous examples taken from a high school's peer action groups address these questions. Six appendixes provide further information on peer groups and include methods for adapting group therapy techniques to the classroom, ways to foster parent participation, a detailed example of group problem solving in a low functioning math class, specifics on a group program for transfer students, examples of school scheduling, and information on a school psychology internship program. (RJM)

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ED 373 300

Title: Designing Peer Outreach Groups to Empower At Risk Junior and Senior High School Students

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Presentation Date: March 3, 1994
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Seattle, Washington
3:30 - 4:30

This paper has been written on the occasion of a peer outreach opportunity provided by the National School Psychologists (NASP) Convention in Seattle, Washington. Our being here is an example of peer outreach groups which are designed to empower as they assist us to exchange ideas and to reframe our experience. During the presentation you will hear the basic ideas of this paper and see the high lights on the overhead projector. The full text of the paper is available at the end of the presentation. As peers we will consider together:

1) Who are "at-risk adolescents?" A Developmental Perspective.
2) How can group therapy methods be modified for school action groups?
3) What are the components of effective grouping to promote adolescent development?
4) What are **our** School Community Action Needs (SCAN)?
5) How do schedules and job descriptions effect peer group empowerment?
6) What are the differences and similarities between consultation and collaboration?
7) How do these ideas work in practice.

Peer action groups generally begin with groups of adults who become a peer group because they are participating in the educational or parenting process of a common group of teenagers.

Who are "At-Risk Adolescents"? A Developmental Perspective.

All junior and senior high school students, be it the scholastic super star or the struggling C+ student, are at risk for their developmental inclinations, their inexperience, their self esteem, their ability to problem solve and communicate, and their motivation to succeed in a stressful and uncertain world. Adolescence is a particularly vulnerable phase of development because the framework of thinking changes as the self struggles for identity and independence. Bob Kegan describes developmental changes in thinking over the life span in his book **The Evolving Self**[1]. Kegan elaborates on Winnicott's[2] concept of "the holding environment" or the environment necessary for developmental growth. Kegan uses the metaphors of embeddedness and evolution to suggest that we construct our selves even after birth as we do in the womb by holding on to our location, by letting go or being born to a new level of understanding, and by sticking around to be reintegrated into our environments as new beings.

In order to provide an appropriate holding environment for teenagers, it is important to understand what adolescent reasoning looks like at different stages of developmental growth. Unfortunately, the sort of reasoning and priority setting we adults would like to see all teens use seldom developments in the average student until junior year in high school. Parents and teachers would like for all teens to put the priorities of academic pursuits above the pull of teenage friendships and to go directly from absolute obedience to adult authority to being able to make their own decisions based on principled reasoning, to site only two examples.

Unfortunately for both adults and teens, there are several developmental steps between the child's belief in the infallibility of adults and the young adult's ability to make principled decisions. Documenting these changes has occupied my research time over the past fifteen years. By studying written responses to typical parent and child conflicts such as; time on the telephone, abiding by

[1] Kegan, Robert . **The Evolving Self, Harvard U., 1982**

[2] Winnicott, D. W. 1965, **The Maturational Process and the Facilitating Environment**, New York: International Universities Press

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curfews, and doing chores around the house, I have documented changes in the perception of and relation to authority between childhood and adulthood. On average teenagers follow a pattern more like the following very simplified outline of normal, measurable developmental differences. The lines in dark print are those perceptions teens are most likely to hold as they view themselves in relation to authority.

Complexity of Thought* (*Greatest number of ideas in any grammatically correct sentence.)		**View of Authority**	**Self-Authority Relations**
Series:	1 idea .	Absolute	Obedience, avoid punishment
Categorical:	**2 ideas**	**Vulnerable**	**Don't get caught.**
Transitional:	**3 ideas**	**Manipulatable**	**Risk the consequences**
Relational:	**4 ideas**	**Shared**	**Intentions & truthfulness**
Objective:	5 ideas	Institutional loyalty	Principles
Autonomous:	6 ideas	Interindividual	Persons and Justice

It is most unpleasant, to say the least, when the highest and best reasoning that our students and our children can muster is "anything is ok as long as you don't get caught" or "I'll risk the consequences to have my own way." We are not only disappointed that our students and children go behind our backs and manipulate us, we are worried that their inexperience will place them in irreversible danger. We want them to seek and listen to our advice, we want them to learn by sharing their important issues with us. Teens are learning to take risks in the very environments which are supposed to protect them and prepare them for the future. It is, therefore, the job of the adults in the holding environment to expect and prepare for teenage risk taking.

It is also important for adults in the principal adolescent holding environments of school and home, to remember that adolescent thinking is different than adult thinking. The written stories, on which my research is based, have provided an opportunity to look at complexity of thinking as it is revealed in the control teens have over integration of written ideas. Less complex thinkers may be able to combine only one or two ideas in a single, grammatically correct sentence. More complex thinkers design sentences which artfully collapse and juxtapose several ideas. Finally, these written stories reveal how teens perceive their personal power and how they justify their actions. In the original 1980[3] study and in follow up studies, significant differences, unrelated to intelligence, have been found 1) in perception of and relation to authority, 2) complexity of thinking, and 3) reasoning about personal power and justification of action. Cognitive and emotional development are important variables in teenage behavior which can put all teenagers at risk when their reasoning does not meet adult expectation.

How can adults meet the confusing and ambivalent demands of teens who do not meet our expectations, who are bound to test our authority, and who expect us to stay around and love and care for them any way? How can we "get off their cases" and "be there for them" at the same time? It is never easy to live with or work with adolescents, but it can be rewarding if adults in the holding environments expect the adolescent struggle with authority and offer many opportunities to learn problem solving skills. Adults who are alert to teenage development can identify the current behavior and envision what the next stage should be in exactly the same way that a classroom teacher determines how concepts build upon one another in an academic discipline.

As an exercise in developmental curriculum building, let's assume that we have a teen who is busy manipulating the environment and playing fast and loose with the truth. A frequently attempted strategy to turn this kind of behavior around is contracting. However, if we consult the

[3] Coleman, R. B. A cognitive-developmental model for conflict resolution with female authority figures, examining sex difference in moral reasoning and anger in 10th - 12th grade, (Doctoral dissertation, Boston University, 1980). Dissertation Abstracts International, 1980. University Microfilms No. 8024083)

developmental sequence identified in conflict with authority figures, principled reasoning is two stages away. Developmentalist believe that two developmental steps ahead of teen thinking is too great a distance to be meaningful. A behavioral contract based on principles of truthfulness will not work until some respect for truthfulness develops. Gaining respect for the truth is usually a painful process based on the unhappy experience of being lied to by your peers and becoming increasingly unhappy with one's own level of lying to manipulate adults. One of the biggest problems with teenage drug use is that it kills the pain and stops the growth. A combination of consequences and conscience probably play a big role in the development of truth telling. When truthfulness becomes a value for teens, they are able to be on the up and up and share authority successfully. Contracting may work best with children who believe in the absolute authority of adults or with persons who have developed principled reasoning. Most adolescents can't appreciate contracting. However, there are other ways to achieve outcomes of which both teens and adults can be proud short of contracts. One way is regularly scheduled problem solving meetings with the teen and all of the significant adults who have fallen victim to manipulation. If the meeting is used to investigate purpose or intentions, progress, and process, the teen will nearly always be able to demonstrate progress.

The elements of **purpose, progress, and process** seem to play a role in developmental growth, and the discipline of group therapy includes all three of these important elements. Next, we will examine how group therapy methods can be used in school action groups.

Adapting Group Therapy Methods for School Action Groups

An expert in adapting group therapy for school groups is Dr. Fred Krieg who is presenting a workshop called "School Groups that Work" on Saturday at this convention. I have adapted Dr. Krieg's outline for using group therapy techniques in the schools from his book Adolescent Group Counseling in Schools .[4] He uses the word RAPP to explain what to expect in the group experience.

TEACHING BASIC GROUP METHODS

R: Rules
A: Approach
P: Purpose
P: Phases

R: Rules:
1. All school attendance rules apply.
2. Only one person talks at a time.
3. Confidentiality is maintained to build trust so that problems can be worked out in the group.
4. Group members show respect for one another and work out differences between them.

A: Approach:
1. Explain when and how group convenes.
2. Explain use of minutes as a confidential record.
3. Explain mediation as a method of group problem solving.
4. Explain consensus as a method of group decision making.

P: Purpose:

P: Phases: Kreig defines the following phases and their length, and adds that each of the four phases is recapitulated in each group session:

1. Distrust:	(scared & apprehensive)	(Sessions 1 -6)
2. Integration:	(feeling comfortable)	(Sessions 6-15)
3. Working Stage:	(caring about the group)	(Sessions 15-27)
4. Termination:	(saying goodbye)	(Sessions 27-30)

[4] Krieg, Fred Jay, **Group Leadership Training and Supervision Manual for Adolescent Group Counseling in School,** 3rd Edition, 1990, Accelerated Development Inc., Publishers, 3400 Kilgore Avenue, Muncie, Indiana 47304, (317) 284-7511

While it is true that group process itself is a powerful teaching technique and group leadership skills such as those taught by Yalom [5] are essential in all group work, the peer action group is using the process to accomplish a task or purpose. The "here and now process" and the purpose of the group are held in balance. This RAPP sheet is a basic outline used as a handout for the peer group being formed. Group purpose is usually known by members before they arrive in the group and it is the most important part of the RAPP outline. It is also important for the leader to establish the basic ground rules. The group is asked if they feel that the rules are fair and if they can live within this structure. Often several group sessions are necessary simply to discuss the RAPP sheet, to get student to agree on the rules and understand the purpose and approach. This initial stage is difficult. Plan on at least six sessions to establish the atmosphere for accomplishing the task. Details of how to explain the RAPP[6] sheet are in Appendix 1. A more comprehensive explanation is available in Dr. Kreig's book. (see footnote 4)

What are the components of effective peer groups to promote adolescent development?

Effective peer groups to promote adolescent development usually begin with adults who are central to providing growth producing "holding environments." Parent networking[7] is a way for parent peer groups to be empowered to see the big picture of teenage life and to cooperate with parents of their teenagers' friends to provide the very structure that teens are often struggling against. Parents need to be supported to maintain, improve, and develop the holding environments which homes provide. Parent networks for each grade in junior and senior high are now a standard resource offered to Wellesley parents. Sometimes networks also form around particular groups of students who have similar problems. Depending on the reason a parent network forms, these groups may want to adapt group therapy methods for their organization. This approach is especially useful when families decide to hold weekly family council meetings for planning, problem solving, reconciliation, and rewarding. Training in setting up a family council meeting could be made available to interested parents.

Classrooms themselves are groups which function as growth promoting holding environments. When they are working well, their purpose is clearly defined by the curriculum and teacher and students work well together. However, from time to time toxic class groupings exist where the atmosphere is not conducive to growth of any kind. Here work needs to be done on **Purpose, Progress,** and **Process.** An example of such work is taking place in the lowest level math class at Wellesley High School [8]. Since most of these students have special needs, two school psychology interns are working with the teacher. One intern assists the teacher every day and the other one consults weekly and participates in the new group problem solving session which has been instituted once weekly. Appendix 6 explains the work being done using the RAPP approach. The hope is that given an opportunity, peers will be able to become a positive influence on one another. However, in more homogeneous groups, there is less difference in thinking and group leaders have to work harder in helping students contribute observations which moves the group along. Leaders have to work harder in determining what progress will look like for the group given where it is developmentally. However, when group leaders can help students describe what is going on, reality can be listed in one column and purpose in another. The problem for the groups becomes how to get from reality to purpose. Group minutes can lead to methods of measuring progress. In this way, students become empowered to contribute to curriculum, to become involved in the learning process.

5 Yalom, Irvin D., The Theory and Practice of Group Psychotherapy, 1985, Basic Books, NY

6 Appendix 1: Kreig's Method of Adapting Group Therapy Techniques to the Classroom.

7 Appendix 2, Parent Networking, Wellesley , MA Schools

8 Appendix 3, Group Problem Solving in a Low Functioning Math Class

Another way to provide for teens during the years of ambivalence toward authority is to provide elective adult lead action groups in the school curriculum. Elective grouping for adolescents should be broad enough to include a representative sample of all students in the entire school community. This approach offers an opportunity for individual differences to be shared and appreciated. For example, many groups at Wellesley High School are put together by the computer from among the four grades. While groups vary in compatibility, all groups that stay together develop a cohesive bond. In fact, cross-age perspective among freshmen, sophomore, juniors and seniors is a dynamic in itself because older students are likely to have more adequate reasoning which will appeal to younger students whose reasoning is not as adequate. Academic attitudes also vary across a wide range. Students who win academic awards often are strangers to the under achiever or to the student who struggles with a learning disability. In a group, diverse adolescents who become accountable to one another benefit from mutual caring and share a positive experience which increases resiliency and results in the formation of caring communities of learners. Consequently, this supportive network acts to reduce the degree to which students are "at-risk" to developmental obstacles.

A major developmental obstacle is moving to a new community during the high school years when teens need a stable home base as they experiment with risk taking. At Wellesley High School, approximately seventy five to a hundred students from all over the world transfer in every year. Transfer groups[9] offer an opportunity for new students to develop a peer group and become school leaders with the responsibility of welcoming other new students. Some special needs students have Transfer Group written into their educational plans as an activity to increase their self esteem and social skills. At least 20% of the students choose to repeat the Transfer Groups for a second year and over 50% come to welcome new students on the first day of school in September. At the end of the school year, groups are scheduled around the free periods of those students who sign up to be transfer peer leaders.[10] Guidance counselors sign up new students to Transfer Groups as they arrive.

Effective adolescent groups are formed around real problems such as assisting new students, but if group membership is defined negatively, expect resistance. Adolescents often resist being put into special groups and programs which we think might be good for them because they resent being grouped by problems. It is often difficult to get adolescents to participate in school support groups for children of divorce, alcoholics, abusers, or most other problem groupings. Adolescents don't want to be set apart or defined by their problems. They crave their privacy, their anomie; they want to be treated just like everyone else. However, adolescents seem more inclined to being in groups which are designed to solve or learn about broadly defined problems. They choose to be in groups which are part of their academic or elective school program. Groups with broad purposes appeal to them.

Even naturally forming adolescent groups of friends often form around a common purpose. Sometimes these purposes are at odds with adult society, as is the case with gangs. Gangs, like other adolescent groups, often begin in the comfort zone of past experience. Frequently, newly initiated members of the gang must prove their loyalty, their recognition of the absolute authority of the gang, by performing dangerous or illegal acts. Gangs, then, become the replacement for the ideal of absolute parental wisdom, authority, and protection lost through normal development or missing due to inadequate parental structure. Gangs do not provide a holding environment for developmental growth because they demand the regression to absolute obedience and the encouragement to defy or manipulate societal authority. Accounts in the press of older gang members who "see the developmental light" and begin to cooperate with community authority is a testimony to vitality of cognitive development among those gang members who live to see their older teen and young adult years.

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9 Appendix 4: Wellesley High School Transfer Program

10 Transfer Sign Up Sheet, Appendix 4

It is also upsetting when typical suburban teen groups seem to exist to manipulate and outsmart adults. Often, informal teenage caring groups form to protect those who are under the influence of alcohol or drugs. In fact, drinking and drugging and caring is an enormous piece of teen social life. Fortunately, a positive standard which most teens have learned is that you don't drink and drive. However, teens have no scruples about having drinking parties when parents leave them home unattended. Teens need the security of adult led groups so that they can see what it is like to interact socially and confidentially when everyone is sober. Adolescents need confidential teen groups where a variety of perspectives are held and examined so that they can develop the skills to evaluate their naturally forming groups. An example of the evaluation of naturally forming teen groups occurred recently when students in one of the Transfer Groups were filling a new girl in on life at WHS. They told her that because there is nothing to do in Wellesley, groups spend hours deciding where to go to "party" which means finding out whose parents are not home. This takes so much time that nothing starts until late. On Mondays every one talks about exaggerated soap opera versions of what actually happens. The building consensus in this group is toward actually planning to go places in the greater Boston areas instead of staying in Wellesley to "party" and manipulate parents. By the way, minutes from this group are included in Appendix 4.

Effective adolescent group experiences with adult leadership encourages teens of different ages to reason or think together because it is likely that more adequate reasoning will have a positive influence. Naturally forming groups without adult leadership such as gangs or groups of teens organized around drinking and drugging are usually developmentally regressive because they recreate a very risky protection based on the absolute authority of the gang or group. Risky group behavior is an obvious way teens put themselves in danger. Purposeful group experience can help move "**at-risk adolescents**" to become individuals who are more **willing to risk** thinking in new ways, expressing opinions, sharing feelings and concerns, and solving problems when they arise. Risk is a developmental fact of life, but purposeful adolescents action groups can modify risky behavior. Let's consider how these groups can become part of the school community.

SCHOOL COMMUNITY ACTION NEEDS (SCAN)

Probably both staff and students in many school complain that the administrative "they" never do anything about whatever problem is under discussion at the moment. The implication here is that anyone can see the problem and figure out solutions, but only "they" have the power to take action. This impression of powerlessness is not altogether groundless because administrators do design and implement programs. However, administrators don't carry on this process alone. School psychologists, staff, and students can also become part of the process of defining and solving problems.

Let's think for a moment about the process of designing programs. The easy part is complaining about the problems we see. Most school community members can agree that cliques, prejudice, harassment, vandalism, substance abuse, student interpersonal conflict and violence, absenteeism, lack of motivation, and classroom discipline problems make the school environment uncomfortable. These general complaints are an important first step. In your work with teachers and identified special needs students, you probably begin to hear common themes. Sometimes broad problems are hiding behind outcroppings of individual problems. For example, individual cases of depression might be related to the broader problem of assimilating new or minority students into an established school community. It is probably not uncommon to find particular class offerings or groupings to be traditionally difficult to manage. Students in these classes are also well aware of the problems and are often willing and able to be part of the solution.

School Community Action Needs (SCAN) assessment is simply a way of scanning the school scene for problems which can be 1) defined broadly, 2) addressed through a positive key idea, and 3) implemented by a task group. **The trick is to define the problem as a**

process over which a peer group can have some control. After a problem has been identified, it needs to be reframed as a community issues which can be addressed by individuals interested in the issues as well as individuals who are effected by the issue. It is important to define the group broadly enough so that it can be seen as a task group instead of a group with a problem. Task group members need to learn to see themselves as part of the solution to the problem instead of the problem.

What are some School Community Action Needs (SCAN) that you left behind in your school? Let's begin with a problem and see if a positive key idea comes to mind around which a peer group could work.

SCHOOL COMMUNITY ACTION NEEDS (SCAN)

Problems can be dissected to find within them a key idea which can become a task for a group. The following are examples of problems, key ideas, and group tasks:

PROBLEM	KEY IDEA	GROUP TASK
assimilating new students	loss & gain	welcoming and sustaining
conflicts	mediation	learning & using mediation skills
harassment	recognition	recognizing and speaking out
prejudice	understanding	exploring & appreciating diversity
rebellious behavior	parent networking	setting limits with teens
substance abuse	peer intervention	hot line outreach and training
single parent kids	loneliness	big brothers and sisters
toxic class grouping	conflict resolution	group methods and academics
		Learning about:
battering	emotional dependency	expressing & hearing emotion
gangs	belonging	gang appeal and retardation
teen pregnancy & poverty	predator adult males	relationships and broken promises
sexism	male & female scripts	androgyny & problem solving
violence	learned behavior	alternatives to violence

Scheduling for Action

One of the problems which school psychologists and teens often share is that neither group is really part of the action in schools. Psychologist's roles are often so narrowly defined that their jobs consist of testing a parade of individuals who are not making it in the school community. Teens are often viewed as those who respond to curriculum. When teens are enthusiastic responders, they achieve. When they are passive, they get by. When they are passive aggressive, they get referred to school psychologists. Both school psychologists and teenagers have a lot more to offer.

The American Psychological Association (APA) Task Force on Psychology in the Schools has prepared two booklets aimed at broadening the role of School Psychologists. One booklet suggests how School Psychologists can educate school administrators to promote diversified psychological services. The other booklet explains comprehensive school psychological services

to administrators.[11]

When administrators understand school psychologists to be skilled in consultation and collaboration as well as assessment, exciting programing is possible. For example, the Wellesley Schools deploy school psychologists through a building based direct service, consultation and collaboration model. Psychological services to the 3,142 Wellesley, MA K-12 students are provided by 6.6 FTE (full time equivalent) building based school psychologists and 2 social workers. In addition, one full time preschool psychologist directs assessment, consults to parents and community programs, and collaborates with the staff of our integrated preschool program for learning delayed and regular preschoolers. School Psychologists collaborate 1) with first grade teachers to design and deliver a personal safety program, 2) with elementary teachers on a social skills competency program, and 3) with special educators on a program for parents on assisting students with home study. Our social workers collaborate with 7th grade home economics teachers on a human development curriculum. At the high school, psychologists collaborate in the design and leadership of 1) the alternative program for behaviorally disordered teens, 2) the speech and language program, and 3) a group program for transfer students and special needs students.

Teenagers, too, can become creative collaborators when flexible scheduling gives them that possibility. Wellesley High School follows a six day rotating schedule which features a home period each cycle during which teens choose from 48 weekly groups[12]. Recently, the Asian American Interest Group influenced curriculum by bringing an unflattering Asian stereotype in the spring play, Anything Goes, to the attention of the Unity Diversity Council.[13] The Unity Diversity student co-president invited members of the Conflict Resolution group to help her mediate a meeting between the play cast and the Asian American group. The issue was also brought to the faculty by the drama and music teachers. English and social studies teachers agreed to investigate with students the issues of stereotyping and censorship in art. Students at WHS are moving from passive receivers of curriculum to active participants in the learning process. Another example is the student government which is working to institute teacher evaluation by students. These evaluations would not be given to administrators, but would allow students a voice to affirm or suggest new teaching practice and learning strategy.

Consultation and Collaboration:

Collaboration is one way for school psychologists to become more involved in school action. School psychologist usually have training in consultation and opportunities to consultant with teachers and teacher support teams. When the school psychologist is building based and considered to be part of the teacher support team, consultation is the methodology that the psychologist uses to help the teacher and team define the problem and feel energized and affirmed enough to begin problem solving. In fact, a consultant keeps the ownership of the problem and the authorship of the problem solving with the classroom teacher or with the persons with whom the psychologist is consulting. The consulting process assists the person who presents the problem to see it more clearly, to identify resources, and to move toward problem solution strategy. When the school psychologist is functioning only as a consultant, consulting is the only direct service provided. When the school psychologist moves from consultant to collaborator, the school psychologist becomes a peer working directly with the teacher in the classroom or a player on a team dealing with an at-risk population.

Collaborative leadership and training is a step beyond consultation and is timely after the problem definition phase of consultation is complete. Collaborative leadership provides the school

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[11] Psychology in the Schools Program Documents, Practice Directorate, APA, 750 First Street,NE Washington, DC 20002-4242, $10.00 per set

[12] Appendix 5: WHS Schedule and Home Period Offerings

[13] Appendix 5: Unity Diversity Council

psychologist with the opportunity to participate in program development and leadership. In fact, collaborative leadership and training opportunities are a natural outgrowth of the definition of problems, key ideas, and group tasks.

Since peer group empowerment though group methods is a collaborative strategy, it is important to trace the process between consultation and collaboration because the process of moving from consultation to collaboration itself is an example of peer group empowerment. Since collaboration requires a greater time commitment than does consultation, the school district must value collaboration as part of the job description. Too often school psychologists are assigned to too many schools where they do too many individual assessments. The school psychologist is not being well used when the job description does not allow them to see the forest for the trees. Support from the administrator who directs the work assignment of school psychologist is essential for collaboration. When the school administration supports collaboration, the psychologist can join a problem solving team where new approaches are designed and tested. Results can also be evaluated, if the district is large enough to compare schools or classrooms where collaboration is a direct service and where it is not. A collaborative problem solving team is a group of peers who have been empowered to solve a problem they have defined. The problem effects them directly, but it does not define them. The team does not see itself as the problem. The team sees itself as part of the solution process. These are exactly the ground rules which must be in place for an adolescent peer group to become empowered to solve problems:

PEER GROUP EMPOWERMENT

1. Administrative decision to encourage collaboration.
    a. broadly defined role for school psychologists
    b. creative scheduling of students
2. Opportunity for problem definition through:
    a. teacher support teams
    b. collaboration in a difficult classroom [14]
    c. membership as a student in a difficult classroom
    d. membership in a broadly defined population such as:
        1) newcomers to school, Transfer Groups [15]
        2) English as a second language or recent immigrant
        3) parents of a particular age group networking [16]
        4) interest in a topic and opportunity to pursue it. ie Homeperiods
3. Establishments of ground rules and expectations.

School Psychology Interns as Collaborators:

Many schools are located near professional training programs which place graduate students in schools for practicum or internships. These students often want more student contact and are full of energy and ideas. When a common supervision time is provided, their talents can be used in a variety of ways. In Wellesley this year, we have six school psychology interns from two area Universities. Three of these interns co-lead seven high school peer outreach groups. Another intern works primarily in the preschool, but plans to collaborate with the child development classroom teacher to teach adolescent a violence prevention curriculum which they will use in turn teach kindergarten children. Two of the interns are collaborating with a math teacher who has a low functioning class and they are working on a group problem solving model for the classroom. These collaborative programs are described in detail in Appendix 1 - 6. The

14 Appendix 3: Using a group problem solving approach in a low functioning math class

15 Appendix 4, Transfer Student Program, Wellesley High School, Wellesley, MA

16 Appendix 2, Parent Networking, Wellesley , MA Schools

intern program itself is described in appendix 6.[17]

I want to take this opportunity to thank the hard working interns who are leading our groups at Wellesley High School by themselves today. They are Kathy DeCarlo Plano, Mark Nacht, and Carole Stone Oks all completing their CAGS in School Psychology at U. MA Boston. I am especially grateful to Carole for her help in editing this paper.

Appendix 1

Kreig's Method of Adapting Group Therapy Techniques to the Classroom

TEACHING BASIC GROUP METHODS

R: Rules
A: Approach
P: Purpose
P: Phases

R: Rules:
1. All school attendance rules apply.
2. Only one person talks at a time.
3. Confidentiality is maintained to build trust so that problems can be worked out in the group.

[17] Appendix 6, School Psychology Intern Program, Wellesley, Massachusetts Public Schools

4. Group members show respect for one another and work out differences between them.

A: Approach:
1. Explain when and how group convenes.
2. Explain use of minutes as a confidential record.
3. Explain mediation as a method of group problem solving.
4. Explain consensus as a method of group decision making.

P: Purpose:

P: Phases: Kreig defines the following phases and their length, and adds that each of the four phases is recapitulated in each group session:

1. Distrust:	(scared & apprehensive)	(Sessions 1- 6)
2. Integration:	(feeling comfortable)	(Sessions 6-15)
3. Working Stage:	(caring about the group)	(Sessions 15-27)
4. Termination:	(saying goodbye)	(Sessions 27-30)

The **rules** themselves are of central importance for the establishment of a problem solving atmosphere. Students must not only agree to ***attend and stay in all sessions***, but they must also agree to stay in the room even if problem solving gets rough. Explain how some people tend to walk out during an argument and when that happens, the first problem takes second place to the fact the person walked out. Sometimes people seem to operate as if when they create a new problem, they can avoid facing the first one. Of course, people who do that do not have a good record of problem solving. Explain that the key reason for agreeing to ***speak one at a time*** is to develop listening skills and that if the group has difficulty with that rule, the group take time out to learn listening skills.[18] The rule about confidentiality is a very important one. The cases for and against confidentiality needs to be made. The case for ***confidentiality*** is that trust is basic to all productive relationships. If this groups wants to fulfill its purpose, members will have to be able to trust that others will not talk behind their back. Therefore, the group must agree that what is discussed stays in the group. The case against confidentiality or the limits of confidentiality are important to discuss. Teenagers need to know that they are never to keep confidence when they know that a friend may be a danger to self or others because human life takes precedence over confidentiality. The National Register of Health Service Providers mailed an excellent legal update on privacy, confidentiality and privilege to its members in the fall of 1993.[19] Another rule which is essential is that individuals in the group ***respect one another and agree to work out any differences which might arise***. The leader must offer individuals in the group protection by recognizing lack of respect when it occurs and assisting the individuals involved to work through differences. Two excellent conflict Resolution curriculums are Conflict Resolution Resources for Schools and Youth [20] and Youth Violence Prevention Programs. [21]

The **approach** which is most important to group cohesiveness and growth is the

18 Conflict Resolution Resources For Schools and Youth, The Community Board Program Inc. 1540 Market Street, Suite 490, San Francisco, CA 94102, (415) 552-1250.

19 **A Legal Update on Privacy, Confidentiality and Privilege,** National Register of Health Service Providers in Psychology, 1120 G Street, N.W. Washington, D.C. 20005 (202) 783-7663

20 Conflict Resolution Resources For Schools and Youth, The Community Board Program Inc. 1540 Market Street, Suite 490, San Francisco, CA 94102, (415) 552-1250.

21 Youth Violence Prevention Programs, Committee for Children, 172 20th Ave., Seattle, WA 98122 (800) 634-4449

convention of minute taking. ***Minute taking*** is a primary role of the co-leader. A useful format is to list the first and last names of all group members and record absence to assist members to learn one another's names. When group members are quoted in the minutes their names are typed in bold type as a way of calling attention to individual contribution. The minutes offer an opportunity to address things that are simply missed during the actual free wheeling group meeting. Process can be recorded and issues raised. Information or commentary can be added at the end of the minutes in the form of teachable moments.[22] If the group touches on an issue, a handout which expands on the issues or provides new information can be passed out and discussed with the minutes. Each member is given a copy of the minutes to look at while they are read aloud, but all copies of the minutes remain in the room. The minutes demonstrate that individuals in the group and the issues on which they are working are taken very seriously. The minutes also model listening skills. Group members are also expected to play the role of mediator to help group members hear each other if group members disagree.

The **purpose** of the group will dictate how the group should be set up. For example, if the purpose is to provide a problem solving format for a low functioning class which wastes time on discipline,[23] issues to discuss can be complied during the week. Perhaps the class would agree to simply list issues in a special place. Perhaps they would want to write anonymous issues and put them in a box to be taken out and dealt with one by one. When an issue is raised, the class should decide if the issue is appropriate. Perhaps the issue is disrespectful. If so, how does disrespect for one another hold the class back. Within the purpose for all peer outreach groups is increased understanding of one another. Therefore, opportunities for group members to begin to understand one another differently is important. One activity which helps a group get to know each other differently, is asking students to tell the group everything they know about their name:

WHAT'S IN A NAME?

What have parents said about your name selection process?
What is your complete name and what are your nick names?
What is the national origin of last names in your family?
What do you know of ancestors and when and why they came to the USA?
Have you heard stories of how it was for your ancestors when they got here?
Do you have a family hero or heroine?
How are maternal last names honored in your family?
Do you plan to keep your last name or change it for a spouse?
Do you have a name in mind now, if you should have a child?

A listening check is to have every third person, review some things they heard from those who went before them. A large group could interview one another and then report to the class by introducing the person they interviewed. This exercise might take more than one session.

The **phases of a group** are explained at the beginning by pointing out how withholding judgment until we have had some experience is usually a good thing to do. It is normal to ***distrust*** new situations. It may take six weeks for group members to be comfortable with using a group format. A feeling of belonging or ***integration*** is a pleasant reward which leads to a willingness to begin ***working*** on the task the group has set. ***Termination*** provides an opportunity for group members to review how well the purposes of the group were accomplished and to share with each other what getting to know other group members has ment to them.

22 Sample Minutes, Appendix 4

23 Appendix 3: Using a group problem solving approach in a low functioning math class

APPENDIX 2

PARENT NETWORKING

Roslyn B. Coleman, Ed.D.
Psychologist, WHS
February, 1992

What is Parent Networking? Parent Networks are groups of parents who get to know one another because they share a common interest in a set of teenagers. Most Wellesley parents have been a part of parenting networks since before their children were born. The first groups of parents often meet in birthing classes, or form associations through day care or play groups. Later parents of similar age children meet through neighborhood, elementary school, athletic or fine arts activities. As children become teenagers and move into the larger community, parents often find fewer opportunities to get to know the parents of their children's friends. Therefore, the school has been offering opportunities for groups of parents to form networks.

How are Networks Started? There are currently several ways that networks get started. Sometimes parents of students in entire classes are asked to meet and discuss class issues such as weekend trips, college application or senior activities. Parents of freshmen and transfer students are invited to coffees where they are encouraged to get to know one another. Sometimes school administrators identify a set of teenagers who are beginning to test the limits of rules and invite their parents to share in problem solving. Sometimes parents themselves decide to have a get acquainted meeting. No matter how the parent network originally gets started, they usually expand as parents invite other parents to participate.

What do Networks do? Every network may have a different set of purposes in the beginning. Perhaps the network meeting simply offers an opportunity for parents to get to know one another so that they feel more comfortable communicating at other times. Sometimes network groups decide to exchange telephone numbers or meet in one another's homes on a regular basis to work together to solve a problem or create a new opportunity. In larger network groups, parents take responsibility for tasks which keep the network going and often form telephone chains so that the network can be contacted quickly.

Why are Networks Needed? Parenting can be a lonely, demanding task. Conferring with other parents about such things as curfews and destination accountability can provide a more solid structure for teenagers. Parent Networking can provide a safer community where the abuse of alcohol and other drugs is not allowed to become the norm. Parent Networking can make positive differences in the lives of your teenagers just as it did when your children were younger. Parent Networking is community building.

Do you want to be included in a parent Network? If you would like more information about parent networks, contact your student's guidance counselor; Nancy Miller, the school nurse; Assistant Principals Lynn Novogroski or Peter Vasaturo, or Roslyn Coleman, school psychologist.

FOR INFORMATION ON CLASS NETWORK MEETINGS CALL:

Appendix 3

Group Problem Solving in a Low Functioning Math Class

Council Meeting in the Classroom: The Beginning Stages

Carole Stone-Oks, Ed.M.
School Psychology Intern, Wellesley Public Schools

Last October, an Algebra I teacher at our high school asked my supervisor, Dr. Coleman, for some assistance in dealing with her fourth period class. In turn, Dr. Coleman asked me to drop in to see in what way the Special Services department could help. My initial understanding of the situation was that most of the nine students in the class were on individual education plans and the class was taught at the easiest level. The request for assistance was motivated by the teacher's frustration with student outbursts and inattention to the lesson being taught. With this background, I headed to class. I was expected to attend several classes and then meet with the teacher in a consulting capacity.

What I discovered was that it took the teacher most of the class period to cover a minute amount of material, because four of the students were so disruptive. While she spoke, the disruptives exchanged inappropriate jokes, sang popular songs, moved about the room and were unable to control their actions even after the teacher moved within inches of their face demanding that they cease and desist. Once or twice a week the ring leader was thrown out of class.

At first, the disruptives would not even respond to my questions as I moved around the room after a lesson to assist students individually. My first clumsy efforts at assistance were to invite the ring leader to sit with me at my desk in the back of the room. He preferred to leave class rather than take that unsavory invitation. When the class began working in groups in November, my approach changed.

Because the class was gathered around tables using graph paper to construct a geometrical-looking dog, working on concepts of area and volume, it gave me a chance to sit with them. In this atmosphere, I became more accepted -- by both teacher and student. Once I conquered their physical boundaries, it seemed more natural to admonish their outbursts, warn them to stay focused lest they get into trouble with the teacher, and beg them to do their work in order to not get thrown out again.

Throughout these months, I met with the teacher weekly, as did my fellow-intern who came into the class once a week. While we discussed some strategy in these meetings, this time served mainly to give the teacher some support for her efforts and build a trusting relationship between the three of us. By December, I was able to make the commitment to attend four of the five weekly classes and this move seemed to consolidate our relationship. At this point, I moved from the position of consultant to collaborator.

I then began discussing with my "group" team (a team who meets weekly to discuss ideas for running group meetings) the idea of creating a group process session during math class. We discussed the idea from all angles: how to present it to the teacher, how to present it to the kids and how to really do it in a way that would effect change. My first presentation of the idea to the teacher was one week before I and my fellow-intern, provided her with the sheet entitled "Consultation Meeting." In that initial presentation, I arrived late (it was a snow day), we laughed a lot, and I then I showed her my handwritten notes -- assuring her that I would show her

something neater and easy to follow in our next meeting. She was receptive.

During the actual consultation meeting on February 1, I brought a first copy of what we called MATH RAPP which are the rules of the group process session or council meeting. She gave excellent ideas for changing the written material that I had brought and I made all the changes she suggested.

The first council meeting then occurred the following week. As soon as the group leaders finished reading the guidelines, the floodgates opened. The kids had a lot to say. The disruptive students particularly could name what bothered them. For example, one said that he found one of the other disruptives distracting. Our only female student, said she didn't like it when students sang. We gave them a few minutes to voice their thoughts and then passed around a copy of MATH RAPP. One surprising aspect was their eagerness to read the rules. After the reading, I then asked everyone to name the one thing they needed to work on most. When a student couldn't name something, I made a suggestion but usually they knew what needed some attention.

In the second council meeting, just as I was giving my opening rapp to the kids, one of the disruptive students arrived late. He walked in making loud, obscene noises and immediately caught the ire of the teacher who threatened to throw him out of class. The group became very agitated as teachers and student argued about yesterday's events. Finally, he and the group settled down and "Minutes for Math Council" were read. When the student previously identified as ring leader was asked to read, he threw his paper down and said he was leaving. This didn't have much of an impact on the group -- probably because he is thrown out so often. The last line of the minutes asked everyone to name the goal they had chosen last week. Most could not, or claimed to not, remember. I told them what they had said and we then discussed how well they had met their goal. Students were then asked if they wanted to change goals or stick with the old ones. All decided to stick with the old one.

The next class day, at the end of the class, I provided each student with a form headed with their name that identified their goal. They were to decide themselves if they had met their goal. On the next council meeting, they will be given a form entitled "Self Evaluation of Weekly Goals," and be asked to graph their performance.

Consultation Meeting, February 1, 1994
Teacher: Kem Morehead
Consultants: Mark Nacht, Carole Stone-Oks
Plans for Council Meeting of 4th Period Algebra I

- Meetings will fall on "F" days to include Mark Nacht
- First meeting -- February 8th, Tuesday
- Things to decide:
  - Should class be told before or will that give some students cause to skip class?
  - Is Kem comfortable with the idea of taping the meeting?
  - Meeting should last 20 or 30 minutes?

Agenda for first meeting

- Arrange chairs in a circle or around two long tables pulled together. Or, if room next door is open, arrange chairs in that room.
- Identify group as a council meeting -- see *Council Dialogue for First Meeting*, which asks students to state -- what rules do they think should be followed by class members?
- With five minutes left, ask students to put chairs back in place.

GUIDELINES for COUNCIL DIALOGUE
FIRST MEETING
FEBRUARY 8, 1994

Teacher and consultants, the group leaders, have a copy of the Guidelines. Reading and direction to be divided among the group leaders.

Carole: We're going to create a council meeting within this class. Some of you have been in Transfer groups at Wellesley, so you will have some familiarity with the format. But this will be a little different, because this class is unique, and unlike Transfer groups the main purpose of this class is to learn math. So, the first thing we need to do to establish a real council is to set up the rules. Just so you know, this is something that we're planning to do every "F" day, for part of the period and after each council meeting, I will prepare a set of minutes that we'll read first-thing during the next meeting.

Kem: All the standard rules of the school will apply, but this set of rules will be a little different, because you have to help tailor the rules to meet the needs of this class and this group of people. We've been in this class since, September, so we know each other pretty well and I'm sure we have an idea of what's needed to make the class a more productive environment.

Mark: What rules do you think should be followed in the class?

Give a long pause, if no one answers, Kem calls on someone and Carole or Mark encourage their reply if it is not forthcoming. If no response, make a suggestion.

Once group-generated rules are established...MATH RAPP will be passed around.

Carole: I'm passing around a sheet of rules that Ms. Morehead, Mr. Nacht and I prepared with all of you in mind. Let's see if we're all on the same wavelength. Who would like to read the first one?

As the group looks at the sheet, be prepared to link the group-generated rules to the MATH RAPP ones.

Kem: That's all we have time for today. Now, with the remainder of the time we're going to work on _____, let's begin by applying these new ideas starting with today. First, I want everyone to help put the chairs and tables back in order.

Using a Problem Solving Group in A low Functioning Math Class:

... Math Rapp

R: Rules

1. **Confidentiality** : What's said in the group stays in the group
2. ***One person talks*** at a time
3. **No one leaves** the group without permission.

A: Approach

Students ~~talk while someone else is speaking~~ ***listen*** to the teachers and each other.

P: Purpose

To create a classroom ~~that is more harmonious so~~ where the goal of learning Math is possible. Also, to make an environment where students are able to **reach their potential.**

P: Phases

All classes need to go through certain changes, which occur over time, in order for the class to grow and for students to **succeed**. The phases of a successful class, where change and progress occur, unfold in the following sequence of phases.

Phase 1. ***Distrust*** -- It's a new situation.

It's the beginning of the year people don't know each other yet and it's too early to get a sense of what the **personality of the class** will be . People only speak to old friends, cliques form.

Phase 2. ***Cooperative Learning***

Respect for class members is shown at all times. Constructive behavior is expressed by listening to the teacher when a lesson is being taught, coming to class on time, arriving with the necessary materials (pens, paper, calculator, math notebook, etc.), focusing on an assignment until it is completed, asking for help when it's needed, helping other students when it's appropriate and keeping the tone and volume of one's voice at a reasonable level.

Phase 3. Working Together

Individuals take responsibility for creating and maintaining a productive work environment.

Phase 4. Graduation!!!

The Math curriculum has been mastered by all.
The class reviews what has happened over the course of the year.
Everyone is prepared for next year's challenges in Math!

APPENDIX 4

Transfer Student Program, Wellesley High School, Wellesley, MA

The Transfer Program is a collaboration between the special service and guidance departments at Wellesley High School. It provides an opportunity for new students to meet one another and to get to know a cross section of students in a group. Certain special needs students who have socialization or self esteem issues are encouraged to become peer leaders and join the groups as host students or peer leaders. Because the groups are very diverse, special needs students rarely stand out as being unusual in any way. Often these needy students have their first experience in being accepted into a peer community. In fact, many incoming students often have significant unidentified special needs. These students can often be helped informally without a time consuming formal evaluation referral because additional support can be given by the school psychology interns who co-lead the groups. Many Transfer Students are very interesting, accomplished teenagers from all over the world. Students in the group easily accept their mission of getting to know each other and reaching out to other new students. After the group gets going, a huge variety of issues which are important to teens are discussed.

Transfer groups are also used as a pre-referal intervention. However, the addition of students who are not new to WHS are not accepted unless they enter very early in the life of the group. On the other hand, groups welcome new students at any time because that is their mission as school leaders.

The following documents are examples of how the Transfer Program is implemented:

1. Invitation to Transfer Students for first day activities
2. Transfer RAPP handout on group ground rules and expectations
3. Transfer Group Grading and Attendance Policy
4. Sample Transfer group minutes with teaching commentary
5. Learning or Growth Factors in groups for use in group goal setting
6. Transfer Parent Outreach
7. Transfer Group sign up for peer leaders

1. Invitation to Transfer Students for first day activities

Fall 1993

To: Transfer Students

From: Dr. Roslyn Coleman and the Transfer Committee

Welcome to Wellesley High School. You are invited to **Transfer Day on Wednesday, September 8th, 1993 from 9:00 to 12:00 in room 211**. You are also invited to participate in the Transfer Program. The rest of this letter will explain both opportunities.

Each year Wellesley High School Newcomers, usually between fifty and sixty students from other schools, towns, states, and countries, are invited to come to school a day early to get acquainted. The Transfer Committee is a group of students who work with Dr. Coleman, one of the counselors at WHS, to assist new students. Many of the Transfer Committee members were new themselves last year so they understand the mixture of anticipation and sadness you may be feeling as you begin this school year with new classmates.

TRANSFER DAY, Wednesday, Sept. 8, 9:00-12:00

9:00 to 9:30 ish	Name Tags and Ice Breakers to get acquainted
9:30 to 10:30	Small groups in which to ask questions and learn how to fill out you schedule matrix so that you will be all set for the first day of school.
	Refreshments
10:30 to 11:30	Tour of the building to find your classrooms.
11:30 to 12:00	Meet VIPs such as guidance counselors, principals, athletic director, school nurse, media director, special education chair, etc., and ask last minutes questions.

Six **Transfer Groups** will meet each week during the school year and earn an academic credit since they explore communication and problem solving issues. However, **Transfer Groups** are also an opportunity for peer leadership since members reach out to new students who enter WHS throughout the school year. Transfer Group members are new students like yourselves and other students who have elected Transfer Group as a peer leadership activity. We hope that your schedule allows you to join one of the groups. The groups are co-lead by Dr. Coleman and school psychology interns.

2. RAPP handout explaining ground rules and expectations

TRANSFER GROUPS

RAPP means to talk together or to sing about what's going on. We use the initials to explain how the Transfer Groups work.

R: Rules

1. Confidentiality: What is said in the group stays in the group.
2. One person talks at a time.
3. No one leave the group without permission.
4. All school rules apply to group meetings which earns one credit a year.

A: Approach

Group members listen to one another and take each other's feelings and ideas seriously. Co-operative learning is valued at WHS and a group is a great place to learn from one another.

P: Purpose

Similarities bring us together, but our differences help us grow. The purpose of this group is to get to know a variety of people often from other places. Group members may not become best friends, but learning to value a variety of people helps build our unique selves.

P: Phases

All groups go through predictable phases over time and during every session. The following are the phases to expect: Distrust, Integration,Working together, Termination.

3. TRANSFER GROUP GRADING & ATTENDANCE POLICY

R. Coleman 10/23/92

1. Attendance is the most important requirement for successful participation in Transfer Groups.
2. Students who miss Transfer Group without an absence excused by the office will be given a class cut.
3. All students will be given a 1 in effort if they have perfect attendance or excused absences or tardies.

Why is Transfer Group a course in the curriculum?

Participation in a Transfer Group requires the effort of listening to and learning to appreciate the viewpoints of others in a confidential and respectful way. This kind of participation results in getting to know people we might not have known otherwise. Transfer Group participation often improves communication and problem solving skills .

Why is Transfer Committee an extra curricular activity?

Transfer group participation usually grows into Transfer Committee Activities which include welcoming new students during the year and at the beginning of the school year, planning special events for groups of new students and parents, producing pamphlets which introduce our school and program to others, and having the sensitivity to reach out to students who may be having difficulty making friends. Transfer Committee participation is a leadership activity which is needed and appreciated by the school community

4. Sample Group Minutes

TRANSFER GROUP MINUTES 9E 1/3/94

Members: **Mark, Rachael, Kate, Jordan, Aghar, Chandler, Justin, Erica, Jen, Bianca, Dr. Coleman, and Mark Nacht,** Absent: **Aghar & Bianca**

Group members seemed glad to be back together and began filling each other in on how vacation had gone especially New Year's. **Rachael** saw to it that everyone took turns sharing their story. For the most part, the reported New Year's celebrations were sensible but many seemed not to live up to expectation. **Chandler** and **Justin** were careful to fulfill their responsibility toward the Boston apartment by not using it on that last night of the lease. They went to First Night but found that the evening lagged. **Jen** went to a birthday/ New Year's celebration with her family and seemed luke warm in her reporting. **Rachael** lamented that she had met no interesting boys. **Kate** also went to first night.

Erica, Mark and **Jordan** were most enthusiastic in their reporting. **Erica** had been with good friends who enjoyed being silly together and without alcohol they set a record for stacking people on a couch. **Jordan** and friends rented a limo so they would have no worries about drinking and driving and they apparently abided by their contract with parents. However, some details may have been left out such as the stray girls they managed to rescue (?). **Mark** somehow ended up in Jamaica where he got a healthy sun glow and gathered great stories for dramatic retelling. He did a convincing imitation of how guys and gals are hustled by the locals.

The subject shifted to the heavier topic of promiscuity and using accusations of rape as a weapon. **Rachael** shared a story about an acquaintance who sleeps around and has violent interchanges with her intimates including physical violence and accusations of rape. The group showed no sympathy for the girl even though **Rachael** described her as having problems. On the other hand, group members showed no inclination to hold the males in the story responsible for either their sexual or violent behavior. **Dr. Coleman** identified this reaction as an example of our cultural double standard or sexism or the tendency to protect and forgive males their sexual indiscretions. Since, at the very least, the guys in Rachael's story were practicing physical battering, Dr. Coleman referred to a Boston Globe article on December 28, 1993, Portrait of Batterer, based on recent studies:

"Men who batter are heavily dependent on the women in their lives for emotional needs." Some men batter in a cold blooded effort to control and subjugate women. Other, more treatable batters, become violent when they feel vulnerable and needy and strike women in an attempt to control feelings they consider unmanly. "Regardless of their motivation, most men who batter are unusually needy and depend on their wives to express emotions that they consider unacceptable for males." These men often feel that they will fall apart without the relationship and see rejection or loss as a real threat. Violence arises in part because of deeply ingrained sexist attitudes and in order to be helped men must take full responsibility for every act of violence. "In some men, violent behavior is so disconnected from their emotions that they lack the empathy or sense of conscience that therapy taps into... Usually when people feud, heart rate goes up and other physiological changes occur, but in about 20% of batters, aggression makes them calmer." Battering may be man's attempt to reassert gender difference or dominance. Women may stay in a battering relationship because they affirm the feminine ideal to hold connections together, to heal and care for another no matter what the personal cost.

Another article In **Phi Delta Kappan**, January 1994 by Mike Males quotes the following statistic about teenage pregnancy: Men older than high school age account for 77% of all births to high school and junior high girls. Men over age 25 father twice as many teenage births as boys under 18. It would be interesting to see if batters tend to be older than the women they batter. If so, these studies would suggest that men need more opportunities to develop their emotional lives. **Mark** agreed and gave the example of some WHS guy who was upset by a poem Mark wrote expressing emotion.

5. LEARNING OR GROWTH FACTORS IN GROUPS

R. Coleman 1/93

Most people agree that participation in a group can help a person learn about him or herself. Below is a list of some possible growth factors in groups. Your task is to rank these factors in the order of their importance in helping a person grow as a result of group experience. Put a 1 beside what you think is most important and 2 beside the second most important until you put a 10 beside the factor that you think is least important.

_____ **Feedback**: giving and receiving positive and negative feedback.

_____ **Listening, Discussing, Supporting:** improving listening, discussing common problems, and offering supportive understanding.

_____ **Group Process**: feeling like a member, understanding the roles you play in groups, trying out new roles, identifying and solving problems as they arise in groups.

_____ **Learning, Teaching**: giving and receiving advice and information

_____ **Sharing**: finding out that others have problems like yours.

_____ **Making Friends:** reaching out to newcomers, opportunity to get to know and accept people who are different from you.

_____ **Ventilating Feelings**: having a confidential place to express frustration, sadness, disappointment etc.

_____ **Events**: planning and participating in opening day events, planning and carrying out get togethers, trips or publications.

_____ **Support:** getting support from others when you are new and down.

6. Transfer Parent Outreach

Dear Parents: 27 November 1990

We feel that the Parent Coffee was a big success. This letter is a follow-up of the enthusiasm of that evening. We are writing to find out what you might be interested in doing next. One idea is to form a network group of transfer families to encourage friendship and cooperation among Wellesley High School's new families. Another purpose of this group would be to reach out to families arriving later in the year. Other projects the Parent Network Group could be involved in are the following: a) International Bake sale, and b) International Day.

A Transfer Parent Network organizational meeting is planned for

_____

We look forward to hearing from you. Please fill in the information below and send it to school with your son or daughter or mail it to the following address:

I CAN COME TO THE NETWORK ORGANIZATIONAL MEETING: YES or NO

I AM INTERESTED IN PARTICIPATING IN A PARENT NETWORK GROUP: YES or NO

NAME: _____

ADDRESS: _____

PHONE: _____

7. TRANSFER PROGRAM SIGN UP

Transfer activities provide an opportunity for school leadership and service. New students and their families are helped by friendly people who are willing to help them get acquainted in a new school and community.

I. FIRST DAY ACTIVITIES

All transfer students will be invited to come to school a day early so that they can get to know other new students, transfer program leaders, their schedules and the geography of the building. The tentative plan for the first day is attached.

II. GROUPS

As you know, transfer groups provide a year long opportunity for students to have a confidential association with a small group of interesting, often culturally diverse people. The purpose of the groups is to explore issues which concern the group and develop communication and problem solving skills. Often friendships are established or strengthened.

Transfer groups work best with a combination of long time Wellesley students, recent newcomers, and students brand new to WHS. Of course, many transfer students are not new to Wellesley since they have been attending private school. Established WHS Students who sign up to be in transfer groups are **peer leaders** and the groups are scheduled around their schedules.

III. SIGN UP

Name: _____ **YOG** _____

Address: _____ **Phone** _____

_____ **Count on me to be on hand for first day activities.**

_____ **I would like to be in a group next year as a peer leader. Please look at my schedule and try to offer a group in which I can participate.**

APPENDIX 5

Wellesley High School Schedule of Home Period Offerings

WELLESLEY HIGH SCHOOL-DAILY SCHEDULE

Name _____ Semester _____

TIME	A	RM	B	RM	C	RM	D	RM	E	RM	TIME	F	RM
PERIOD 1 7:25-8:05	1		1		1		1		1		PERIOD 1 7:25-8:05		
PERIOD 2 8:09-9:00	2		2		2		2		2		PERIOD 2 8:09-9:00		
PERIOD 3 9:04-9:53	3		3		3		3		3		PERIOD 3 9:04-9:53		
BREAK 9:53-10:03											PERIOD 4 9:57-10:46		
PERIOD 4 10:03-10:52	4		4		4		4		4		PERIOD 5 AND LUNCH 10:50-12:08		
10:56 PERIOD 5 AND LUNCH 12:14	5		5		5		5		5			Class begins after 1st lunch: 11:19 2nd lunch begins after class 11:39	
	1st Lunch: 10:56-11:21 Period 5: 11:25-12:14				Period 5: 10:56-11:45 2nd Lunch: 11:49-12:14								
PERIOD 6 12:18-1:07	6		6		6		6		6		PERIOD 6 12:12-1:01		
PERIOD 7 1:11-2:00	7		7		7		7		7		1:05-1:16	Class Mtg.	
PERIOD 8 2:05-2:45	8		8		8		8		8		1:20-2:00	Home Per.	
											PERIOD 8 2:05-2:45		

10/93

HOME PERIODS - 2ND SEMESTER- JANUARY, 1994

Academic Assistance in Geometry • Mr. LaBorne

What did the oak say to itself? Gee I'm a tree. Unravel the geometry riddle.

Academic Decathlon • Mrs. McCoy and Mrs. Kalotkin

On days when we do not have a conflict with afternoon activities, we will go on field trips to Borders Book Store, Learningsmith, and an architectural walk in Wellesley. On in-school days, we will play academic games such as Newsweek, Trival Pursuit, and Travel Jeopardy.

Adopt A Senior Citizen •Mr. Touhey

Once or twice a month visit a senior complex in Wellesley or a senior citizen at nearby nursing homes. Other meetings will be to discuss small gifts, write notes, cards, etc., and to maintain communication with our senior citizen.

BEST COPY AVAILABLE

African-American Dance • Mrs. Bowens
This Home Period will explore current dance trends and their origins in African Dance.

American Music - Gospel Singing • Mrs. Wightman
Students will listen, sing, lead the group in learning gospel style music. Non-singers, singers and those already familiar with gospel techniques are encouraged to join this HP.

Appreciating the Simpsons • Mr. Edson
View prerecorded episodes of the TV show "The Simpsons" and discuss the humor in this series.

Art Workshop • Mr. Callahan and Mr. Rutledge
An art workshop, open to students who will be enrolled in art courses (except photo).

Asian-American Interest Group • Mrs. Fiske
Come discuss Asian American issues in the world, country, and Wellesley High School. Discover Asian American culture, racial identity, conflicts, and current events through literature, movies and anything else you desire. Satisfy SEVERAL appetites!

Astronomy - Observational • Mr. Boston
Learn how to use an astronomical telescope, how to locate objects in the night sky and how to take astrophotographs. Optional evening sessions will allow students to use the equipment.

Athletic Team Captains • Mr. Tripp
A forum for student athletes to discuss policies, procedures and problems within the athletic program. Open to all team captains - fall, winter or spring. This group will also be asked to help plan and conduct special events such as the senior all sports banquet, rallies, Bay State League programs, etc.

Basketball • Mr. Haggerty Players
will be divided up into two teams. Each team will play two twenty minute games during the period.

Black History in the U.S. from 1954 to Present • Mr. Hamilton
We will watch videos and movies, "Eye on the Prize," read some Black History and Black Literature and discuss civil rights issues as they appear in the news.

Black Woman's Literature • Mrs. Bowens
This Home Period will discuss recent authors, Alice Walker, Terry McMillan, etc., and apply it to current trends.

Bradford • Mr. McCormick and Mrs. Adler *Bradford*
Home Period is for highly motivated students, grade 9-12, who are interested in learning all aspects of newspaper production and who are willing to put in a great deal of time during and after school to see the *Bradford* published.

Computer Activities Involving IBM Computers • Mr. McAleer
Students may use IBM Computers for such activities as multimedia and CAD (computer aided design).

Computer Football • Mr Barr
There are 28 teams in the NFL. Each student picks one of the teams to "coach." Which teams will be in the Super Bowl HP?

Conflict Resolution • Ms. Lobach, Ms. Morehead, and Mr. Vasaturo
An opportunity for students to develop and use skills for conflict resolution. Students who participated in conflict resolution in the middle/high school are invited.

Craig's Comedy Connection • Mr. Craig
Escape the stress and strain of life by enjoying a good movie. Laughter is the best medicine. *Three Amigos, Princess Bride, Pink Panther* will be shown in their entirety.

Creative Writing With Kids • Mrs. Frick
This Home Period travels to an elementary school (Hunnewell) and works with the children on creative writing. It entails a real commitment on the part of the high school students enrolled to attend regularly. We leave the high school at 1:05 p.m. and return at 2:00 p.m.

Dance • Mrs. Dixon
This Home Period is open to students interested in jazz/modern dance. Students work together to learn new steps and choreograph their own pieces.

Earth Club • Mr. Choney
Earth Club is interested in educating students and teachers about environmental issues and in bringing recycling programs to the school. We would like to take action to make our school more environmentally conscious.

French Club • Mrs. Avots
Practice French, play French games, watch French videos, and more.
Freshman Class Offices and other Interested Freshmen • Mrs. Chaet
Freshman Class Officers and other interested freshmen will plan class activities and help support the Class of '97.
Freshman Orientation Leaders/Peer Helpers • Mr. Hughart and Mrs. Novogroski
This Home Period is open to students in the first semester Peer Helpers program. Students will educate fellow students around specific issues and develop skills necessary to be a helper. FOL not in first semester course and wish to join must see Mr. Hughart or Mrs. Novogroski.
Fun and Foods • Mr. Mastro and Mrs. Poitras
Open to seniors and juniors. This HP will be engaged in a variety of activities, some of which will be cooking and some will be games.
German Exchange • Mrs. Stueart
All German students planning to go on the exchange to Munich, summer of 1994, should join this Home Period for planning and conversation practice. German Club Officers also should attend.
Improvisation/Oral Interpretation • Mr. Megan and Mrs. Walters
Park Bench. Talk Show. Mixed Identity. These are some of the activities that we practice during our improvisation Home Period. Both novices and experienced actors enjoy searching out their creativity and experimenting with the various techniques of improvisation. In a relaxed, fun-filled atmosphere, various role-playing techniques are taught to the entire group and everyone is given the opportunity to participate.
Jazz Ensemble • Mr. Platt
This Home Period is open to any musician. The focus is on jazz improvisation in a combo setting.
Junior Class Officers and Interested Juniors • Mrs. Hamilton
Junior Class Officers and interested juniors plan class activities and help support Class of '95.
Latin, Latin • Mr. Esposito
This Home Period is for Latin students of all levels of experience. Opportunities will be provided for questions and answers on classical topics of individual and general interest. Time may also be used for review of course materials. Individual and group activities based on classical themes will be conducted in response to students' requests whenever possible. In addition, Latin Club activities may be planned and prepared.

Learn to Play Bridge • Mrs. Tymann and Mrs. Zalosh
Learn to play bridge - a card game of strategy and logic.
Mass. Small Boat Handling • Mr. Whelahan
Students will learn about the operational rules and handling of small boats. The Mass. Small Boat Operator's License will be granted upon successful completion of the course.
Model U. N. • Mrs. Bourne and Mrs. Johnson
Students will be preparing for a Model U. N. to take place in May at Bentley College. Along with other delegates from various high schools, WHS will represent a selected country at the Model U. N. We will research the issues significant to our country and debate these topics with other student delegates at the Bentley Model U. N.
National Honor Society • Mr. Brown
Plan and prepare the National Honor Society activities for the year.
Physics - New Strategies • Mr. Selger
Practice is the name of the game but who has time. Use this Home Period wisely to learn physics.
Physics Review • Mr. Palumbo
This Home Period will be used to help students who are having difficulty with their assignments.
S.A.D.D.
The S.A.D.D. chapter joins three million schools nationwide to address the concerns and dangers of drug and alcohol use. This Home Period will plan fundraising and activities such as Red Ribbon Campaign and Chemical Awareness Week.
Senior Class Officers • Ms. Ritter, Dr. Rumsey and Mr. Scafati
Senior Class officers will meet weekly to organize and plan their spring activities, prom, banquet, and graduation.
Senior Home Period • Mrs. Goddard and Mr. Tiberio

An opportunity to meet and greet with other seniors. Occasional special events (films, senior projects, et al) light up our lives.

Skate Boarding - Haki • Mr. Carpenter

Looking for good humor, conversation, ambidextrous competition, and meaningful confrontation. Haki on rainy days, skateboard in the sun.

Smoking Cessation • Mrs. MacLean

This Home Period is especially designed for any student who smokes and would like to become motivated to quit through group support.

Sophomore Class Officers and other Interested Sophomores • Mr. Loiter

Sophomore Class Officers, the elected representatives and other interested students will meet weekly to plan their spring activities.

Spanish Tertulia • Mrs. Grodberg

La tertulia - a time and place for total immersion in Spanish. Topics and format will be discussed by students who wish to speak Spanish for the entire period.

Study Hall

A quiet place for reading, completing homework, and for long-range assignments.

Unity Diversity Council Leadership • Dr. Coleman, Mr. Cox, and Mrs. Hallowell

This group will carry on the council leadership and develop leadership in such areas as: standing up to prejudice, race relations, harassment policy education and enforcement, and planning educational programs.

Video Guild • Mrs. Wood

Be part of the WHS Eye Team which will keep track of and report on what's happening at the high school. Create your own programming which could be broadcast on Wellesley's Channel 13.

Weight Training • Mr. Levin

Get in shape! Learn how to use the equipment in the high school weight room. Open to all students. COED's sign up!

Women's Issues • Mrs. Gulrich and Ms. Lynn

This Home Period is open to seniors to discuss social issues facing women in the '90's such as sexual dilemmas, equity and the image of women.

APPENDIX 6

SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM

October 27, 1992

SCHOOL PSYCHOLOGY INTERNSHIP PROGRAM
WELLESLEY PUBLIC SCHOOLS

Second year school psychology graduate or doctoral students or persons who have previous experience working with children are considered for internship positions. While these positions are not paid, they do offer a well rounded program for young professionals training to be school psychologists. Nine school psychologists and two social workers are stationed at our six elementary schools, one middle school, and one high school with a total enrollment of 3,142. Most of our psychological staff have doctoral level training and have specialized in the age group with which they work. Interns attend a weekly training seminar lead by a staff member and have individual supervision with psychologists at their sites. Interns have the opportunity to work at more than one level with more than one psychologist.

So far this year our six interns have received training in preschool assessment from our preschool psychologist and all have worked with these young children. Interns co-lead groups with staff psychologists, see students individually, participate in outreach and classroom programs, do assessments and resulting consultation with teachers and parents, and participate in a variety of in service training opportunities. Interns are also given training to use our computer labs and are allowed to borrow computers over weekends and vacations.

To make application to our program, send a cover letter and a resume. Suggest times when you might be available for an interview. We generally begin interviewing in April or at the convenience of the intern candidate. Send letters to the following address:

Sincerely yours,

Dr. Roslyn B. Coleman
School Psychology Intern Program
Wellesley High School
50 Rice Street
Wellesley, MA 02181

WELLESLEY PUBLIC SCHOOLS
SCHOOL PSYCHOLOGY INTERNSHIP AGREEMENT

Wellesley Public School interns are selected from certificate of advanced graduate studies and doctoral level programs in school psychology or counseling psychology. However, interns must have completed or be enrolled in a first semester course in which they learn, at least, to administer and score the Wechsler Intelligence Scales. Since psychological evaluations are an important aspect of psychology in the schools, graduate level courses in psychological testing are essential for being selected for this training program.

Interns are expected to follow the school calendar and attendance procedure as outlined in the Wellesley Teachers' Handbook and to select a schedule with their primary supervisor. However, all interns must plan their schedule around the following Internship Program events:

Psychological Testing Seminar . . . . Fridays 7:50 to 9:30 a.m.
Intern Support Group . . . . Fridays Time to be announced
Individual Supervision . . . . To be arranged with primary supervisor.

Intern:_____Home phone _____

Address:_____

Graduate School: _____

Graduate School Liaison:_____

Address and Phone _____

.....

Wellesley School _____phone _____

Days assigned _____

Primary Supervisor _____

Address and Phone _____

The intern and the primary supervisor will develop learning objectives which take into consideration both the opportunities in the placement and the academic experience at the graduate school. The intern will provide the supervisor with course outlines. The learning objectives may be the same as those required by the graduate program or may be specific to this placement. Learning objectives may be modified as the intern gains experience in the program.

LEARNING OBJECTIVES:

Testing Seminar:

Clinical Casework:

Group Work:

EVALUATION:

The graduate programs from which interns come vary greatly in regard to field placement goal setting and evaluation. However, all graduate programs require some kind of feedback from the field. The intern is a professional in training who needs to be learning to be the primary evaluator of progress being made toward personal learning objectives. Growth in the ability to accurately self evaluate is a process which normally begins with the supervisor directing at the outset and proceeds with the intern increasing in the ability to self evaluate. In order for this process to take place, a relationship based on trust and mutual respect must evolve not unlike the relationship necessary between the psychologist and client. However, the supervisor and intern relationship is not therapy. It is a two-way process between peers who differ in terms of actual job experience, but who share the possibility of professional growth. The process includes support and confrontation and positive and negative feedback.

The intern and the primary supervisor should work together periodically on the evaluation form required by the graduate school program so that the intern's learning goals can be enhanced by the evaluation process and graduate school deadlines can be met. Staff members who provide additional training or supervision to the intern need a copy of this document and a copy of the graduate school's evaluation form. The intern should provide these copies and make an appointment to participate in the evaluation process with each appropriate staff member.